

STUDENT TEACHING PERFORMANCE EVALUATION

For the

**CONSORTIUM FOR OVERSEAS STUDENT TEACHING PROGRAM
(COST)**

Revised 3/09

Note: It is the **student teacher's responsibility** to have this form completed by the cooperating teacher (classroom-based supervisor), and to ensure the completed evaluation is received by the sending/home (college or university where the student is enrolled) institution in time to enter a grade for the quarter/semester. He/she should send the evaluation by email or facsimile to the sending institution as directed by the COST sending coordinator. Failure to ensure timely delivery may result in the assignment of an incomplete grade.

Name of Student Teacher:

Grades and/or Subjects:

Semester or Quarter: _____ Year: _____

College/University: _____

Cooperating School: _____

School Address: _____

Receiving Site

External Supervisor:

Evaluation Dates: 1st _____ 2nd _____

Grade: (The type of grade is determined by the home institution).

Check One:

Exceeds _____ Meets _____ Does Not Meet _____

Pass _____ Fail _____

Signature of cooperating teacher

Date

Signature of receiving site external supervisor

Date

Signature of student teacher

Date

Instructions: Please use the scale below to rate the student teacher's performance and include comments to support your rating decisions. The first evaluation should occur at the midpoint of the student teaching experience. It should reflect strengths as well as growth areas to be addressed during the second half of the placement. The final evaluation should occur close to the end of the student teaching experience. It should summarize the overall quality of the student teacher's performance.

**3 - (Consistently
Demonstrated)**

**2 - (Sometimes
Demonstrated)**

**1 - (Rarely or Never
Demonstrated)**

**(Not
Applicable)**

Evaluation

1st

2nd

I. Lesson Preparation/Planning

- Specifies appropriate learner objectives
- Specifies appropriate teaching procedures
- Specifies appropriate content, materials, and media/technology
- Specifies appropriate methods and materials for assessing learner progress
- Accounts for individual differences among learners
- Plans assessments that are well aligned with learner objectives

Evaluation

1st

2nd

II. Content Knowledge

- Is well prepared in major teaching field of study/content area
- Demonstrates knowledge of child development and how it relates to learning
- Shows awareness of psychological factors affecting learning such as readiness, motivation, interest, success and reinforcement
- Integrates academic content within and across content areas
- Understands importance of personal factors in the learner such as self-image (analyzes or considers learners' experiences, interests and needs)

Comments:

Evaluation

1st

2nd

III. Learning Environment/Climate

- Provides a learning environment that is organized, stimulating and positive
- Communicates enthusiasm
- Expresses positive expectations for all students
- Provides learners with opportunities for participating
- Engenders student interest
- Maintains learner involvement throughout the lesson
- Attends to physical classroom environment
- Demonstrates warmth and friendliness
- Demonstrates respect for students and fosters mutual respect among students

Comments:

Evaluation

1st

2nd

IV. Classroom Management

- Monitors room regularly
- Handles materials and routine tasks to promote engagement
- Sets clear expectations for behavior
- Has clear system for grading, handing in, and checking work, etc.
- Minimizes disruptions and delays
- Lets students assume independent responsibility
- Stresses and reinforces positive, desirable behavior
- Uses praise effectively
- Ignores minor inattention
- Stops sustained minor misbehavior
- Uses effective, appropriate actions for major misbehavior
- Deals with serious inattention
- Values/supports student diversity and addresses individual needs

Comments:

Evaluation

1st

2nd

V. Implementation of Instruction

- Uses methods/materials appropriate to objectives and learners
- Implements instruction based on diverse student needs and assessment data
- Sets clear expectations, directions and explanations related to lesson content
- Asks clear, thought-provoking questions
- Uses responses and questions from learners in teaching
- Provides feedback to learners throughout lesson
- Uses acceptable standards for oral communication
- Uses acceptable standards for written communication
- Uses interesting teaching techniques
- Uses time, space and material effectively
- Uses available technology to implement instruction to facilitate student learning

Comments:

Evaluation

1st

2nd

VI. Assessment of Learning

- Assesses learning in relation to stated objectives
- Assesses learning through observation, performance, and formal assessment
- Constructs and uses tests appropriately identifies learners who require assistance from specialists
- Uses assessment data for diagnostic and remedial purposes
- Analyzes and uses assessment data for diagnostic purposes to promote student learning
- Reports progress through reports, learner feedback, and parent conferences

Comments:

VII. Instructional Resources and Technology

- Effectively uses appropriate instructional materials, equipment, etc., to promote student learning
- Appropriately uses technology during instruction to promote student learning.
- Integrates student use of technology in to instruction

Comments:

Evaluation

1st

2nd

VIII. Reflection

- Uses student assessment data to reflect on and evaluate student learning and instructional practice
- Seeks and accepts constructive criticism
- Revises instruction in response to evaluative feedback, data regarding student learning, and self reflection

Comments:

IX. Collaborative Relationships

Establishes positive cooperative relationships with:

colleagues

administrators

parents and community members

Exchanges professional materials and ideas with colleagues

Comments:

Evaluation

1st

2nd

X. Professionalism/Leadership

- Is punctual, dependable
- Is appropriately dressed and groomed
- Is tactful, courteous
- Uses grammar correctly and expresses thoughts well
- Follows school policies and procedures
- Demonstrates ethical behavior
- Prepares reports accurately and promptly
- Handles routine clerical/procedural duties effectively
- Performs extra professional duties
- Assesses professional strengths and growth areas and incorporates evaluative feedback into plan for improvement for improvement
- Participates in professional growth activities related to growth areas and school needs
- Shows awareness of opportunities, responsibilities, and limitations of teaching profession

Comments:

Evaluation

1st

2nd

XI. Adaptation to Culture

- Shows appreciation of unique facets of culture in host country
- Shows awareness of cultural practices and traditions
- Makes use of resources and materials of host/culture/country when appropriate
- Relates effectively to students and staff in terms of their own culture
- Reflects about how particular culture can influence student learning, motivation, and needs

Comments:

Strengths:

Most Significant Growth area(s):

Note: New indicators were drawn from the Kentucky Teacher Internship Program Intern Performance Record.

(Revised 3/09)